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AESTRACT

This document presents ten views on vocational education needs in Montana and a presentation on the nationwide role of vocational education, from representatives of the National Advisory Council on Vocational Education, local and state education agencies, the public, special needs groups, labor, business and industry. At this 2-day annual public meeting, the keynote speaker discussed the federal government's role in developing career education models and in other vocational exploration activities. Two panels, each with five speakers, stressed needs for: (1) public awareness of vocational education's advantages as compared to college education, (2) job placement, guidance, and counseling, (3) comprehension of educational finance by the public, (4) inservice training of vocational educators, (5) a model apprenticeship program, (6) making education responsive to student aspirations, especially by means of vocational and career education, and (7) innovative business and industrial roles in vocational development. A series of six group discussions provided feedback on vocational education's image and specific improvement needs in Montana, such as interagency coordination and educational finance. (AG)

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PROCEEDINGS

VT019120

ANNUAL PUBLIC MEETING

on

VOCATIONAL EDUCATION

"What Should Vocational Education Be Doing in Montana?"

Sept. 30 and Oct. 1, 1971

Colonial Motor Hotel, Helena, Montana

Sponsored by

the

MONTANA ADVISORY COUNCIL

FOR VOCATIONAL EDUCATION

TABLE OF CONTENTS

		Page
I.	Announcement	1
II.	Program	2
III.	List of Panelists	3
IV.	Presentations	4
V.	Small Group Discussions	42
VI.	Opinionaire Responses	49

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
P. O. Box 1157
Helena, Montana

ANNUAL PUBLIC MEETING ON VOCATIONAL EDUCATION

September 30 and October 1, 1971

Colonial Motor Hotel, Helena, Montana

The Montana Advisory Council for Vocational Education "...must provide for not less than one public meeting each year at which the public is given opportunity to express views concerning vocational education." (P. L. 90-576)

Montana's Advisory Council invites you to attend the annual public meeting September 30 and October 1, 1971, at the Colonial Motor Hotel, Helena, Montana. This will be an opportunity for you to discuss your views regarding vocational education.

The theme of the meeting will be "What Should Vocational Education Be Doing in Montana?" Two sets of panelists will speak to the topic, and time will be provided for general discussion.

A banquet on Thursday evening will precede the meeting. Mrs. Caroline Hughes, member of the National Advisory Council on Vocational Education, will be the banquet speaker. Her presentation will center around "What Vocational Education Should be doing Nationwide."

The Council is anxious to have you share with them and other interested Montana citizens your views of vocational education.

Registration will be at the Colonial Motor Hotel Thursday afternoon prior to the banquet and Friday morning at 8:00 a.m. Tickets for the banquet will be available at the registration desk.

Plan to attend and bring a friend or associate. A program schedule is enclosed.

To permit an accurate count for the banquet and conference facilities needed, please check the appropriate items on the enclosed card and return it to this address by September 22, 1971

William A. Ball, Executive Director
Montana Advisory Council for Vocational Education

PROGRAM

PUBLIC MEETING ON VOCATIONAL EDUCATION

Colonial Motor Hotel

Helena, Montana

Thursday, September 30, 1971 - 6:30 p.m. - Friendship Hour

7:30 p.m. - No-host Banquet

Mrs. Caroline Hughes, member of the National Advisory Council on Vocational Education, will be the guest speaker at the banquet.

Friday, October 1, 1971 - Open Meeting

8:30 a.m. - Introductions - Chairman, Mrs. Linda Skaar

8:40 a.m. - Welcome and Opening Remarks - Governor Forrest H. Anderson

9:00 a.m. - Panel of Presentors

(Each of the five presentors will give his views of the question "What Should Vocational Education be Doing in Montana?")

10:15 - Coffee Break

10:30 - Interaction Groups

(Each person registered for the meeting will be assigned an interaction group number and participate in that group during this period of time.)

12:00 Noon - Lunch

1:00 p.m. - Panel of Presentors

(Five different people will make presentations on the same topic. Each of the ten presentors will represent a different group of people - business, industry, school boards, etc.)

2:15 p.m. - Coffee

2:30 p.m. - Interaction Groups (same as morning session)

3:30 p.m. - Tour of Helena Vo-Tech Center, special conference with panelists.

PANELISTS

First Panel:	Representing:
Mrs. Harriet Meloy	State Board of Education
Mr. Harvey Buchanan	The Handicapped
Mr. Elmer Hausken	Local School Boards
Mr. and Mrs. Wesley Eldredge	Students
Mr. Paul Meissner	Business

Second Panel:	
Mr. Harry Erickson	Organized Labor
Mrs. Dolores Colburg	Office of the Superintendent of Public Instruction
Mr. Ralph Pomnichowski	The Lay Public
Mr. Robert Howard	The Disadvantaged
Mr. William Williams	Industry

MRS. CAROLINE HUGHES
NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Banquet Address, September 30, 1971

I am pleased to represent the National Advisory Council on Vocational Education. You can well imagine the demands requested of the Chairman, Lawrence Davenport, in addition to his other responsibilities. As the newest member of the Council, this may be a part of my indoctrination.

I am beginning to feel much like the newly hired minister who preached week after week, using the first chapter of Genesis, specifically the 20th verse, dealing with the creation of the seas and the fishes therein, as scriptural basis for a fiery sermon on Baptism. When this had gone on for several weeks, the congregation designated a member to intervene. "Preacher, we think it's time for you to choose another scripture, since we've heard this one four weeks in a row." At the next meeting the minister announced the scripture as Genesis, Chapter 7. When he finished reading the account of the great flood, he announced, "Which brings me to my subject--water!" My continuing subject is vocational-technical education.

In anticipation of your question, "What's your background?" Basically school board--public school and area vocational district, from its inception through the process of site selection, architectural plans, construction, staffing, program development, to the beginning of the second year's operation this month. It's been a pretty thorough "grass roots" learning experience. This was preceded by serving on a local public school board during the "science and math" years, when students were given little hope of future success without the baccalaureate degree. As a private citizen, this was wrong to me, and when the vocational bill of 1963 provided for the formation of area districts for vocational-technical education, I was sufficiently interested to pursue it when our district was formed in 1967.

Vocational-technical education is not all things to all people. It has different meanings for each of us. To the student it is occupational exploration and training: to school administrators and "academic teachers", it is enlarging (and) redefining educational goals: it is new vistas and alternatives to the handicapped and the disadvantaged: it is the economics of the pool and flow to business and industry--who are the employers: it is the potential for continuing education through adult programs, to the general public--which is all of us; it is planning, evaluation, assessment, and salesmanship to vocational educators.

Salesmanship may seem a strange inclusion--but with rare exception I find vocational programs superior to the public's awareness of them. Our public information and public relations projects are clearly cut out for us. Guidance and counseling represents the initial contact for students and parents in vocational-technical education, and is probably responsible for my initial and continuing interest in career development.

An over-simplified answer to "What should we be doing in vocational education?" may well be: We should be paying attention to each other. Education, business-industry, labor-management--can only serve each other and their publics by cooperative action and complete communication. No longer can any division of society function as a completely independent agent.

The Congress recognized this when it made provision for a national and state advisory Councils in the Vocational Amendments of 1968. It provided specific categories for membership--representative of diverse backgrounds and expertise--designed to add "outside" input into vocational-technical education. A council which is not broadly representative of educational laymen is poorly constituted and is not consistent with congressional intent.

Mandated duties of these citizen groups, i.e. Advisory Councils, are:

1. Approve the State Plan--both annual and long-range.

2. Evaluate vocational education programs, services, activities and their effectiveness.

3. Recommend to the State Board such changes in such programs, services, activities as may be warranted by the evaluation.

4. Publish and distribute the results through the State Board to the Commissioner of education, the National Council, and the Congress.

The same legislation mandates State Boards of Vocational Education to "include in the annual State Plan the extent to which consideration was given to the findings and recommendations of the State Council in its most recent evaluation report."

One example of the importance Congress places in these State Councils is their failure to go along with an administrative proposal to do away with Councils in the interest of budgetary reduction. Another example is a Congressional Committee assigned three staff people to read and study the reports of the 56 states and territories....this is not a common procedure. Similar requests for space have been requested for the period beginning October 1 when new state reports will be received by the National Council.

You are fortunate in having a good-hard-working state Council, and a good executive director with a fine vocational background. The fact that State funds have been made available to supplement these activities is indicative of their recognition of value.

We learn as we examine and evaluate. It is within this framework that I should like to talk in terms of national directions and developing programs, of which vocational-technical education is a part.

Since this is an open meeting, I hope and trust there are those present who are not members of the vocational education team. I did not come to talk specifically about citizen groups but a local, state or national education pro-

gram which does not address itself to, and respond to, the public it seeks to serve, may end up like the dog surrounded by four trees--without a leg to stand on.

Almost five million Americans are currently unemployed and looking for work. Youth unemployment nationally approaches 20%, and for non-white youth, it is approaching a 40% rate. Many thousands of other citizens, both youth and adults, are uncounted in unemployment statistics because, in addition to being unemployed, they are not even seeking work.

In the public schools of the United States, the high school dropout rate still exceeds 25%. Nationally, over 80% of all secondary school students are enrolled in either a college preparatory or a general curriculum designed to ready them for college attendance. Yet, we know that no more than 17% of these students will ever attain a college degree. Record numbers of persons are enrolled in four year colleges and universities of the nation. Academically, these students are better prepared for college than at any time in history. Yet, the college dropout rate (40% prior to the junior year and 50% prior to graduation) remains the most stable statistic in all of American education. When less than 17% of the population can attain what close to 100% of the population have been led to believe is desirable, it is inevitable that the majority must be dissatisfied with their lot. Unrest is sure to exist when only one-third can try and less than one-sixth attain what more than nine-tenths regard as the optimal pattern of education as preparation for work.

Dr. Grant Venn, in his book "Man, Education, and Manpower," says: "If we want an educational system designed to serve each individual and to develop his creative potential in a self-directing way, then we have work to do and attitudes to change."

This is what career education is all about.

All states share common problems, just as each state has peculiar situations in its economic and educational structure. A month ago I knew about as much about Montana as most of you probably know about Oklahoma. In response to requests, I've received materials which have provided interesting background information for my visit this evening....too much and not enough time to study in depth. While flying from San Francisco to Washington, D.C., I attempted to read the collection of presentations to the Governor's Conference of 1970, entitled "Strategy for the Seventies." It was a little like watching a tennis match--my head kept swiveling from the beautiful western scenery to the printed page--but there was complete overcast from western Kansas to the east coast, and my attention was not diverted. I read with particular interest the "Montana Economic Study: Findings and Implications."

Comparisons are always relative, but I found some similarities with my own state: Changing economic patterns with rapidly shrinking agricultural employment: sparsely settled areas: sizable pockets of disadvantaged large minority groups (we have the largest Indian population in the U.S.): out-migration: tourism- pro and con: and others.

A few immediate reactions I had were: Could increased vocational offerings be made in those programs that do not require tremendous outlays of space and equipment. Could distributive education programs be effectively presented in small enrollment schools, with particular emphasis on service related skills which develop social adjustments necessary for young people who will eventually migrate and be assimilated in the more populated areas? No longer is it practical to assume young people will spend their lives in the same locale as their parents. Industry tells us they want people who are adjusted to getting along with others, who have the dependable attitudes of showing up for work, the initiative to pursue--and industry will train them, if necessary.

Do they have an effective and working state equipment pool for flexibility of vocational program offerings? Saturation points can be reached in many programs.

What about mobile units--particularly in the realm of counseling and guidance? What's being done about para-professionals, especially in the less populated areas?

Perhaps others will come to our minds as we think in terms of the national picture and what is being done there. Too often we tend to become so wrapped up in our own problems that we overlook the fact that others share these problems, and may have found applicable solutions. "They"--meaning federals--are doing some things.

We're back to Councils again--but my knowledge and experiences at the national level are within this realm.

At his request, Commissioner Marland spent over two hours in an informal presentation of career education concepts. An "official" definition has not been released, but he speaks fluently and often of "all school leavers--high school or college--being prepared for job entry or further education."

We were challenged to "engage yourselves in the debate" at the 16 retional conferences on career education which will be presented this winter to school administrators and community leaders. These conferences will be presented by contract with the Maryland State Department of Education, and materials are currently being prepared for K- thru 12 presentations...with the elementary years being concerned with occupational exploration; the junior high years with increased opportunities for "on site" observations; senior high years in work-study and in-depth understandings of occupational opportunities.

The USOE has awarded a contract to the University of Missouri to develop context materials for elementary and secondary teachers in occupational exploration and understanding. I have worked with the advisory committee, guidance, USOE, and look forward to this program, which will be introduced at a national meeting through chief state school officers. Hopefully, workshops in each state will "spread the word" in programs which are locally suitable to needs of the locale.

The Research Center, North Carolina State, is currently involved at a program which will select 50 innovative programs in the U. S. which have successful K-12 career development programs which may be modified for particular situations.

The National Council is involved in each of these programs, at least on a representative basis, and reports are made by individual members to the Council.

The Council has also accepted funds provided by the Congress for a contract with Northern Arizona University in a massive national vocational education evaluation study. The Council has retained supervision of this project, and using congressional funds for the project, has employed a research director and a research assistant to monitor this and other research projects.

Speaking of National Council personnel--a staff member has been employed to serve on a half time basis as a liaison person for state advisory councils, and to assist them with information and services.

We also have a staff member to produce 1-minute and 30-second radio and TV spots. Many state Councils are taking advantage of this public information program--which incidentally is the brainchild of Dr. Worthingson, Associate Commissioner, BAVTE.

Needless to say, we have a continuing concern for federal legislation, and are watching HR 7429--passed by the Senate before August adjournment and was to have been on the House floor this week.

At the core of developing career education presentations has been the development of career education models by the USOE, under the direction of Dr. Harry Silberman.

The first career education model is called the school based model, and is to be administered by contract with the research center, Ohio State University. From 37 schools under study, 12 were visited as possible model sites; 6 were ultimately selected. They are Pontiac, Michigan; Mesa, Arizona; Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; and Los Angeles, California. Career education programs will be initiated in September, 1972--each school being chosen for previous career development progress.

The Second career education model is to be the industry-based model, and is designed primarily for those students disenchanted with a school locale. In this case, industry is not limited to business or factory situations, but may also be in the professions and arts.

Model Three is home based--designed primarily to serve women who are homebound for one reason or another. This will be largely through television and cassette presentations.

Models Two and Three are not as fully developed as Model One.

Though not designated as such at the present, the Mountain-Plains Educational Center, at the Glasgow Air Base, may become the Fourth Model as a residential school model.

The Glasgow Project was presented to the National Advisory Council at it's April meeting, prior to my installation. I do know it received "rough treatment." Dr. McVitty and Bob Hagar, Director, appeared before the Council again at its last meeting, to clarify and more fully define the over-all program. At this time the National Council asked that a member of the Montana Council for Vocational Education serve on the Mountain-Plains Educational Center Advisory Council.

Recognizing that the facility will serve a multi-purpose with some military personnel, industrial development components, as well as a residential vocational-technical school, it is clearly a "shoulder to the wheel" proposition. Four million dollars for the initial "start up" year for 360 students is a pretty fabulous budget when considered on a per capita cost analysis basis. I am confident it will meet a need in the six-state area it will serve, and will be a growing and thriving program and institution. I challenge you as educators and laymen to set aside the kingships which are ever with us, and make this project fly....

It represents the underlying message I would leave with you. Across the board we have many great vocational-technical programs. We have many areas that need vast improvement. We can meet the needs of individuals and the needs of society with a better educational system and a better educational delivery system. Academic emphasis alone is not the solution; vocational-technical education emphasis alone is not the solution, but it is the core and the driving force in career education.

MRS. HARRIET MELOY

Presentation, October 1, 1971

Panel members, and guests:

I am sorry that Fred Mielke was not able to be here to represent the State Board of Education, because he had more time for preparation. However, I am pleased to substitute for Fred.

Neither Mr. Mielke nor I would presume to speak for the Board, but I will hope the Board approves and affirms the following comments.

In adopting the State Plan for Vocational Education in June, 1969, the State Board of Education pledged itself as the body having sole authority and responsibility to administer and supervise public vocational education in Montana to make policy to serve as a guide for the vocational education system or program in our state. It would be good for all Board members to be present today to join in a discussion and to listen to voiced needs and hopes for the future of vocational education. I hope each member will receive the proceedings of this meeting in some form, and that at our next scheduled meeting, we might discuss and in fact formulate a statement of policy and procedure.

Among policy statements which might be considered is one which should be addressed to a wide assemblage of people--parents, teachers, counselors, school administrators, business leaders and labor leaders. In general terms, it is this:

> Let's stop promoting the idea that the only top-rate education is four years of college.
>
> Let's get out of the lock-step of preparing children from kindergarten for elementary school, from elementary school for junior high, from junior high for high school, and from high school for college.
>
> Let's stop looking down on vocational education as non-fulfilling, non-creative, and non-intellectual.
>
> Let's stop placing a stigma on young people who do not go to college, by putting a higher premium on college than other kinds of education.

Changing traditional attitudes which have been engraved on our society for 75 years will require monstrous effort; but such effort will be made. Undoubtedly members of this conference have ideas how it can be done and will share them with us.

Another challenge for all of us relates also to communication. Overtones concerning lack of information on various facets of vo-ed came through to readers of the 2nd Annual Report of the State Advisory Council. It was apparent that facts needed for statistical review, for problem-solving and decision-making, were not readily available. It is evident that some kind of information network

is needed joining vocational education with the needs of industry and business.* The whole system of vocational education should interrelate with school administrators, students and teachers.

(1) Better communication with parents is a compelling necessity.

(2) School administrators, (secondary and primary) teachers, guidance counselors, should be constantly apprised of the vocational education program in their school systems.

(3) Higher education with responsibility to produce teachers for vocational education must be kept informed either by their own efforts or from the vo-ed system.

(4) It goes without saying that communication between the state and local employment offices and vo-ed administration and students is absolutely necessary.

(5) The Advisory Council, Superintendent of Public Instruction and the Board of Education must be closely in touch with the communication network.

Other recommendations:

We must be sure the program is flexible enough. A student should not become locked into vocational education any more than he should be narrowly channeled into college prep.

Should be quicker possible entry into effective roles in society. What they should get is:

Experience with work
Responsibility
Decision making
Problem solving

Drawn-out courses should be shortened.

*One critical problem is occupational outlook. Until recently people trained for a given profession and expected to stay at this profession throughout their working lives. Yet within the life span of our generation the notion of serving in a single occupation for a lifetime is antiquated.

Some 70 percent of the skilled trades in American manufacturing in the year 1900 do not exist today, and a large portion of today's skills will become obsolete within a very short time. Occupational needs are changing so rapidly that individuals must look forward to three or 4 intervals of retraining during their careers in order to keep up with their professions.

Industry used to carry the burden of retraining, but now education is asked to play the key role. But there should be an encouraging of cooperative programs with business and industry.

A limited amount of real vocational education prepares selected few for employment.

HARVEY BUCHANAN

Presentation, October 1, 1971

We in Vocational Rehabilitation feel that vocational education in Montana is extremely important. One of our functions is training or re-education of physically or emotionally handicapped people. We accomplish this by purchasing services from qualified schools and the Vo-Tech schools are our principal source. It is true that we use our University System for the higher academics but, by and large, the greatest percentage of our clients are older adults, with a high school, or less education.

Prior to the full scale operation of the five Vo-Tech Centers, it was necessary for us to send people to other states for training in such trades as welding or auto mechanics and the like. This meant Montana money had to leave this State both in the form of tuition and maintenance costs. Since the Centers have begun to function and added many more subjects to their curriculum, I personally, have not sent anyone to another State for training purposes. By using Vo-Tech Centers in Montana we actually have affected considerable savings in the cost of rehabilitation. This means we are now able to serve a lot more people.

Now to some of the things our Vocational Education should be doing.

1. We feel that a placement bureau in each center would be most beneficial. This could be, conceivably, achieved through cooperation with the State Employment Service. By having their personnel work right at the Centers, job opportunities could be presented to the students upon graduation and, in some cases, advance knowledge of the opportunities would permit a student to totally prepare for them. This closer interagency relationship would also stabilize the goals of the student, i.e. knowing they will be assisted in job placement following completion of their studies.

2. A follow-up system on graduates will give a good evaluation of results of placement. As I understand, there is an "Entry and Exit" system in use now but it needs to be more operational.

3. There is a need for further refinement of Vo-tech counseling so they can ferret out the skills of each individual. For the clients of this Division, this is important. Testing is only a tool that might indicate a skill in a certain field, but it takes individual, one to one counseling, to determine if this is the right field. One has to be able to identify disabilities other than the obvious physical disabilities such as, motivation or lack of it, interaction with their peer groups or co-workers, or any other personal problem that would make employment difficult. The Vo-Tech Centers should be flexible enough that students can be interchanged in their training if their original goal is unrealistic.

And lastly, unions, business and industry should be cultivated to work with Vo-Tech Centers regarding apprenticeships and helpers. Without their help, Vo-Tech schools will be turning out a lot of graduates with no place to go.

ELMER HAUSKEN

Presentation, October 1, 1971

School Board members never have to worry about their station in life....there are always plenty of helpful, purposely intentioned citizens around telling them WHERE to get off....

In fact, School Board members do not have to know anything even about bathing beauties....because even if they have....the general public should never know the Board member has been bathing one....

Being a school Board member is like kissing...you don't have to be good at it....as you know, choosing a School Board member is a lot like getting a baby sitter....if you can't get the one you want, you take what you get.

It has been said if Moses knew there were to be School Board members, there would positively have been another Commandment....

And the main reason some of us old veteran Board members stay around so long... is because we are ashamed to ask the Superintendent how to spell quit.

Seriously, School Board members are required to be knowledgeable about many facets of education today, and supposed to render sound judgments and decisions and have the proper management skills to run a large corporation efficiently. And, now I am asked, what should vocational education be doing in Montana today? To paraphrase Wally Schirra in his national ads, "Who needs it?" I say we all do. ...Helena has had a Vo-Tech school for 40 years, even way back when I went to school here. I have been a Board Member for some 8 years, including Chairman of the Board, so let me visit with you about Vo-Ed.

When one knows his Vo-Tech grads are making from $5,000 to $35,000 a year without having gone to college or a university for training....

When a School Board member knows only fifteen jobs our of every 100 require college or university training...my job doesn't....

When roughly 25% of your high school students ultimately graduate from college and then 20% of those who do graduate CANNOT get job placement in the field they are trained for...WHAT HAPPENS TO THE OTHER 85%? SHOULD WE SHOOT 'EM?

When world famous Economists such as Dr. Samuelson and Dr. Friedman and Dr. Heller say the only way we can possibly come close to a full employment economy, and we know we cannot in this country completely have a full employment economy, but our salvation is tied to coming closer to it than we are today, and these men insist the only way it possibly can be done is to train, educate or retrain all of our population to some work skill capacity.

When national magazines like FORBES, a publication highly respected and very well known in executive circles, repeatedly runs feature article after feature

article on men who are Board Chairmen or Presidents of Corporations, both large and small, corporations that employ thousands of people and affect very positively the direction, standard of living and economics of our Nation...and you read that many of these men never went to college or dropped out of their university before graduation....

When you see Vocational guidance and Vo-Ed Administrators working 10, 14 and even 16 hours a day, week after week, with no extra pay, to help students or do a better job of developing the program or whatever the intense dedication is for, they are there...

When you learn afterwards of two boys who roomed in a coal bin for a year so they could stay in Vo-Tech and learn how to get a better job...

When a father with a MS Degree, and a very nice concerned father, comes to you suddenly angry, hurt, embarrassed and acting ashamed, but at the same time timid and humble with anxiety in his eyes over the concern for his wonderful son, and his need is to be reassured that our Vo-Tech is a good school, because his very wonderful son will not go to the snob appeal prestige university that is his Dad's Alma Mater, the son only wants to be the best auto mechanic in any town, anywhere. And is there anything wrong with that??? Certainly not, but maybe the nation lost a dandy engineer, and maybe they haven't either...WHO WILL PLAY GOD TO ANOTHER MAN???

When you see the son of a very good friend bounce around for severl years spasmodically attending college with no real defined purposeful aim, suddenly chuck it all to take training as a commercial pilot in your Vo-Tech, start flying for a large airline, and become enthusiastically successful, financially and professionally, beyond his dreams...

When you hear about the trouble-making Big Stud in the Senior High suddenly humble, and politely asking teachers to give him tutoring help in Math and Chemistry and English, it seems the Vo-Tech people insist upon correct grammar in technical shop reports and he needs math for computing instrument calibration verification and he needs chemistry to understand diathermal reactions of engine metals in internal combustion engines in the Airframe and Engine Course. This course isn't for dum-dums or retards, but it's fun, if you like it, and not all that hard.

When a student gently and eloquently explains the compressor blade and compression chamber function to achieve a transformer supplied electrode ignition process on a modern jet engine, and does it so it seems simple, even to a School Board member.

When you become contemptuously enraged inwardly, when you hear a pompous degree-bedecked Big Shot making all of $10,000 a year, make patronizing and sneering remarks about an earnest young kid learning a metallurgical trade that will pay him as a craftsman more money than the Big Shot, and also require more humility, creative ability and intelligent self-discipline than our Joe Cool from the morning Car Pool ever will need for attainment in his little spot of benevolent tyranny...

When you find that in 40 years of operating a Vo-Tech School, your School System shows a 96% job placement average for that school and you ponder and wonder how the universities would compare on human resource development...

When you hear and see firsthand exciting and stimulating things like Career Step Training Courses that allow youngsters to see, hear about and even explore a broad range of avocational pursuits, both college and technical...starting in the first grade--dynamic ideas that stimulate and promote and instill the work-ethic philosophy so urgently needed in our young and old today.

When you stay up late and work hard and worry so you can take public abuse for wasting too much money on a 1½ million dollar classroom-shop building to house 280 students, only to find in three years you are forced to put 1400 students a year through the plant, and then find also you are condemned for lack of foresight for not properly projecting future enrollments by that same Jackal all over again.

When you teach classes yourself (at no salary) to young adults about personal money management and are impressed at their serious interest because they seriously want to work and seriously want to succeed and they damn well will with that attitude and high morale...this country isn't scaring them, not at all.

When your Vo-Tech carpentry kids build a house in 3 years, and it is the 4th house Vo-Tech kids have built, and you advertise for public bids and open those bids to find you have sold the house for over $31,000.

When you find the same instructor that taught those kids asks if it would be okay to buy more land and have three houses under construction by staggering starts to one each year, because then the students would all see the total phases of learning the trade properly, and you think privately later about the great man some 2000 years ago who wanted to help people properly, who also was a carpenter, and where did this Vocational Education get started anyway...

When a young genius who is also a rough-cut welding instructor pleads with you to offer a way to remove a young nun who has signed up for his welding class, and you ask, "For Heaven's sake, why?" And the explosive answer: "What th' hell am I supposed to do with her when some knothead gets a half pound of sparks down the front of his overalls and straightens up to get rid of them, and they keep burning where they stuck. What am I supposed to do with the language then? Or if some guy looks over his left shoulder with a torch in his right hand and passes that torch over the back of his left hand, how about that?" Well, she stayed and was a good student and a good sport.

When you are a Board Chairman and design a recognition award for outstanding retiring teachers that is produced by students in the machine shop and carpentry classes, and you see men and women cry about the artistry of the beautiful craftsmanship done by some unknown students doggedly trying to learn a gainful occupational trade.

When you see computer students writing their own programs in a programming course that will last 6 weeks, but they are doing it in three days.

When you see the staff turn away students because there is no more available housing in our town for them and see the disappointment in their faces; but we now have a dorm and can take students.

When you look back over the years and realize at several different times your system's Vo-Tech school was like the gui who wouldn't buy a new suit, and he wore it so long it was in and out of style five times, you realize your school nearly got scrapped, but it managed to survive because of some valiant and dedicated men who fought for an idea when it wasn't the IN thing to support.

When you think about the 120 foremem your school trained, who now work for Boeing in Seattle building the giant 747, leading crews of technicians. And what would they be doing now if they hadn't come to you for training.

When you become frightened at the occasional irrational talk about creating one Vo-Tech Center, and how, as you very well know, that would completely emasculate the program. And how you despair at the requests to buckshot the Vo-Ed efforts by spreading money all over small schools--irrigating 200 acres of hay with 10 acres of water.

When you discover, but don't tell about it, that some of the Vo-Tech teachers have given students money to keep the student in school, money the teacher couldn't affort, but, "Well, darn it, it'd be a crime if he quit now."

When your own townspeople keep hiring and want more of your students till suddenly there aren't many jobs unfilled in Helena and the students have to go elsewhere.

When you see HomeEc girls learning the Food Service Business in a manner that will make them employable, or see Home Ec girls being taught how to budget an market and manage money for a small young family on a modest income and still save something for the future.

When you see and hear an FM Radio Station put together piece by piece from donated equipment and then go on the air with an FCC license, all done by student technicians.

When you see farm boys deeply engrossed in and mastering the mysteries of sophisticated hydraulic systems and solid state ignition on modern tractors in Agri-Mechanics classes.

An when , as Board Chairman, you appear to have your picture taken receiving a new donated $10,000 tractor for the Agri-Mechanics to take apart and pit their brains against in getting it back together, and the factory rep says, when it gets out of date, we'll send you a new one....free.

When you wonder why a distinguished Judge would think of establishing a Scholarship Fund for needy students and instantly you know why and you are touched, and touched again when a Board chairman of a bank talks an old friend into setting up a Trust Fund for Vo-Tech students who need help on a loan-pay back revolving basis.

When you see girls trying so very hard at the strict and demanding task of learning to be Licensed Practical Nurses, and succeeding. Some who are supporting children, alone. Maybe they have nursed you through an illness.

When you ask a very efficient and quite young steno on the Vo-Tech staff, where she learned this efficiency, and where she went to school, and she is quietly startled and replies, "Why, right here."

When you agonize with every Legislator in every session in their quest fo money for Vo-Tech, knowing you could use all they will find for your own very rapidly growing program, but realizing too that the other centers are desperately needed right now, not later.

When you become irritated at the national structure that spreads the money for education over 6 or 7 Cabinet departments of our Federal Government, tempting if not in fact creating, political patronage in education and especially in Vo-Tech, instead of putting all educational effort and thrust under one Department of Education, and getting all the duplication and competition for empire building out of this urgent, delicate area.

When you know the disadvantaged, the handicapped, the disillusioned, the returning Veteran, the person wanting training, or wanting or needing retraining, when you know these people can be helped by Vocational Education, with facilities to do the job and the money to buy those facilities, money that would quickly come back in taxes and net spendable income to the economy many times over, just from the common sense development of available human resources for society's needs. And there never is enough money.

So, what should Vo-Ed be doing in Montana today? For one thing, a lot more than it is doing. This is not a put down or criticism of present efforts. We just aren't doing enough of the right thing. Certainly one has to walk before learning to run, and Helena has been walking for 40 years and is just now beginning to trot.

We are good here and we know we are - not bragging, for we are told this by outside authorities, but we should be good at it after 40 years, too. We also know we will have to keep getting better to stay with the program. I've played a part in building what we have and I am proud of that, but that isn't enough from a Board member either.

Here are some ideas that bear consideration and ask the question about things we all can do and if we are--Helena has started this and it works.

Develop a program from K or 1 through 12 grades that will help the student develop themselves to know values, to recognize their own abilities, their own aptitudes and attitudes, to know and recognize their interests and also their limitations.

A program that will develop insight and understanding by the student of the career roles and appreciation of areas, such as relating in the home, the economics of their own community, the career potentials of the Pacific Northwest Region

we live in, and the overall opportunities our great Nation has to offer and how it may affect their, and our, economy.

Some training in developing responsibility with reasonable and commensurate expectations geared to the students' age and ability levels. To have career exploration starting in general areas of work in the early years and then gradually being more defined and specific over a broad area of potential careers.

To teach young people an appreciation of and an understanding of the dignity and importance of all kinds of work. This same program to incorporate education that will allow people to learn to cope with change, even if sudden and dramatic. Still in the same program, some method of producing skills in the student that allow direct entry into the world of work or to go on to some type of advanced training for a higher degree of marketability in skills, and in this process teach the person something about decision making. This will only get the student to the Vo-Tech level or the college entry.

How about the retrainable--the individual that needs a second chance? Are we willing to do that? Give part of the junk pile of society a new role? Will you invest your tax money in a person that has failed and retrain that person to keep him off welfare? Decide for yourself. If a training program results in employment and a new taxpayer, is it not better than you paying for social workers and dole for generation after generation, or until the taxpayer can no longer do that? How do we go about doing these things? Well, School Board members are, or are supposed to be, instruments of change.

In my estimation, all Board members worthy of the name mandatorily should be acquainted with the needs of their students and especially in the vocational field. School Board members should ask for and in some cases, demand, more and different training capabilities for the students of our State. School Board members should be approaching university or college people to seek better coordination of training and educational usage. We should all be attempting to create training in universities and in Vo-Ed that is viable, pertinent and avoids the trap of humdrum mediocrity that so many people of our population are blessed with today.

Vocational Ed schools, as Wally Shirra says, "Who needs them?" "We all do", or, ladies and gentlemen, our great American dream, our system of free enterprise and democratic process and high standard of economic living will erode and perish. It will perish because the surviving taxpayer cannot pay for an ever increasing burden for more and more unemployed, and when that happens, I need not remind you about hungry, unemployed, discontented able-bodied men and women who find welfare decreasing because it cannot be supported any longer. This mass of people with the inability to find a creative or productive outlet for their energy will certainly and surely disintegrate to resentful and eventually revolutionary concepts, concepts that will promise jobs and work. Our great American dream was built on work, and can be made better than ever, but we must train people for the work available or retrain those who can be changed so that they will fit the career opportunities of the present and future. We must think positively and act on our thinking, and we must do it now, in the <u>today</u> society, not tomorrow's or next year's. I wonder if this is what Vocational Education should be doing in Montana today. Is it doing this? Are you ready to do it?

ROSE ELDRIDGE

Presentation, October 1, 1971

There are several points that I would like to bring up in my discussion of "What Vocational Education should be doing in Montana."

The first of these is that I think we should try to talk up the Vo-Tech Centers, educate the general public and try to improve the vo-tech image. I get the general impression that a lot of people have the idea that the Vo-Tech Centers are easy schools for the dumb kids. Actually vocational training is far from that. Vo-Techs were set up to train those of us who are learning highly specialized and technical skills and trades and it is far from easy.

For a moment, I would like to compare a typical Vo-Tech student's day with a typical college student's day.

The Vo-Tech student starts classes at about 7 or 7:30 a.m. and continues until 12:30 or 1:00 p.m. This gives him about five or six hours a day. Our A & P students attend classes for seven hours a day.

The average college student attends class for about three hours a day at the most. College courses are set up on credid hours. If you are taking a three credit course, you attend this class three times a week for an hour. The normal college credit load per quarter is 16 credits or 16 hours per week.

The Vo-Tech courses are not set up on the credit hour. We attend all of our classes every day. If the Vo-Tech courses were to be considered on the credit hour basis, that would mean that most of us would be carrying from 25 to 35 credits per quarter which would be considered an extreme overload by most colleges.

Also, most of the courses offered at the Vo-Tech include in their programs, courses in advanced mathematics and logic.

Another area which I would like to cover is that of the local businesses and industry hiring the students. Not only do we students need to get the training, we also need the practical experience. I think more effort should be made on the part of the local businesses and industry in hiring the students on a part time basis in the fields in which they are training. Some effort has been made on the part of Mr. Johnson and some of the teachers. There are a few local companies who do hire Vo-Tech students and we appreciate this.

I would like to look into the future a few years and tell you what I don't want to see happen with Vocational Education. I don't want to see vocational education reach the saturation point in graduating too many Vo-Tech students in certain fields.

I don't mean that we should try to stop a person from going into a crowded field, only that through counseling this person should be informed that

the field he is interested in is full and that the possibilities for his getting a job are limited. This way the student can decide for himself whether or not he wants to pursue a field that is crowded or whether he would rather make his career in a related area.

The National Vocational Education Association should make a careful study and follow-up of each of the areas in which they are training students. They should find out approximately how many jobs will be available in the next ten to 20 years so that they do not saturate the job market with too many trained people. This is what has happened to the colleges and universities in the last ten years. Ten years ago business and industry were crying for college graduates and high schools were telling their students "Go to college. You'll always be able to find a job if you get that degree." Well, we all know what has happened to the colleges and universities. They have reached their saturation point. Only 2% of the 1971 college graduates were able to find jobs in their fields. Many of them had to go to work in other areas.

One thing I like about the Vo-Tech, and I hope will not change, is the student-faculty relationship. All of the faculty at the Helena Vo-Tech are extremely eager to help us not only with our school proglems, but also with any problems we might have on the job if they are related to the field of study. I'm hoping that the student-faculty ratio will always be small, so that we can always maintain this good relationship.

WES ELDRIDGE

Presentation, October 1, 1971

I would like to start my speech by explaining where I got the information I am presenting. I have talked with many of the students who have just started at the Vo-Tech, and also many second year students. The points I am expressing are the ones brought up the most often, but before I begin with this group of ideas, I would like to express one point of my own.

We are graduating high school students with a great disadvantage. While they may be well versed in English and have a fair math background, I'm sure that more than half of them are not prepared to find and keep a job. They have no skills or training to make them attractive to employers. A student who is not planning to go on to college should be counseled as to planning a career and start training before he graduates. I think there will come a time when we must consider vocational training more important than many of the subjects we are stressing in our schools today.

One of our present needs in vocational education is the need for better counseling for the people who are entering Vo-Tech. Many of these students have no idea of what the vocation he is entering consists of, what the requirements are, or what the beginning pay scales are. It would be my suggestion that a day in the Spring be set aside to hold a meeting with potential students. It might not be a bad idea to have these people meet with their instructor, a person who works in the field to be entered, and also one of the administrative members. The instructor could give a detailed description of the course to be studied, and the representative from the field might give a talk on working conditions. I suggest the time be set in the Spring because this would give a person time to think about whether or not he really wants to attend Vo-Tech.

Another point that was brought up several times was financing for the Vo-Tech students. We all know that there are many ways a prospective college student can get financial help to go to school. There are many grants, loans and scholarships available. If you look at the Vo-Tech picture, you will find that financing is almost non-existent. The only financial assistance available is the way of school loans are from home town banks. Most of these banks have the idea that if you can prove you don't need the money, the bank would be happy to loan it to you. Many students seeking Vo-Tech training are young and have no banking experience, and until they complete their schooling they will have no money available to put into a bank. Most banks require that you have an account with them before being eligible to obtain a student loan. One important area of financing at the Vo-Tech is the federal work-study money. If you will recall, we almost lost this vital money last year. I hope we can get our legislators to realize how important this money is to our Vo-Tech students.

What might Montana Industry do to help the Vo-Tech students financially? Many of our larger industries use graduates of our Vo-Techs. They may consider starting a small fund to help a student in the field, not as a gift, but as a loan to be repaid and used again. Let's look at some examples.

Mountain Bell has hired many electronics graduates. Many oil companies in the state will be using welders and industrial electronics technicians. There are several sugar companies in Montana who can benefit from the ag-mechanics grads. How many Vo-Tech graduates will be joining the trade unions? I might add here that many students have a poor attitude about trade unions. Many of them feel that they never hear from the unions until it comes time to pay the dues. A small scholarship donated by a union would at least prove to the students that the unions were interested in the trainees.

Another area that is weak in the over-all Vo-Tech picture is the placement of graduates in their fields. While it's true that Montana may be considered weak in the job picture, I feel that there is not enough being done on this problem. Every graduate that gives up looking for a skilled job here and moves to another state is a loss to Montana, because many states are more t than eager to get trained workers. Another need in this area is the guidance of soon to be graduated students. The people with the experience and information readily available to them is the Montana Employment Service. The impression you get from them is "Don't call us. We'll call you."

A Montana State Employment counselor should be available to the students at all times. He should be available to answer such questions as: What jobs are available in certain fields throughout the state? how does a person apply for government jobs? What related field might have openings?

Why not place a counselor right in the school who can help place students at or before graduation?

As a summation, I would like to say that any help we give the Vo-Tech, we are in turn helping ourselves. Skilled people can and will be our greatest asset. These are the people who will be paying the taxes and buying the consumer goods that our state produces.

PAUL MEISSNER

Presentation, October 1, 1971

I personally became interested in vocational education through work with distributive education groups in the Missoula Public School system. I was asked to speak at various functions of this fine phase of the Montana educational system. At times, I spoke of career opportunities in the broadcast field, and at times, just simply of the opportunities in the world today as we know it.

From this association, my interest in vocational education began to stem into the field of vocational education. I was afforded the opportunity of serving on the "Middle Management Advisory Committee" for the Missoula Technical Center.

For those who may not be familiar with the Missoula system, Missoula Technical Center depends upon the advice and counsel of lay persons to assist in meeting its responsibilities to the community and state at large, and to the student individually. The recommendations of a representative advisory committee are an integral part of program development and administration, as well as the foundation for MTC's Job Placement Service. MTC relies on two specific advisory groups--a general over-all committee and a cluster of occupational curriculum committees, such as the afore-mentioned Middle Management Advisory Committee. Currently, 17 advisory committees involving 170 lay persons are functioning to assist Missoula Technical Center staff and administration.

Now, today, I must allude to my profession--broadcasting and communications --as a representative of business in order to give you my view of what vocational education should be doing in Montana.

The answer is simple, it should be communicating.

This is not always as easily done as it is said. Every organization, every business, every ball team and almost every activity one might engage in requires good sound communications. Few of them have it!

I must continue to refer to Missoula Technical Center, for it's the only Vo-Ed Center with which I've had extensive contact. It is a marvellously administered and operated organization.

It is a fine facility, well staffed, brimming with students, performing what I've come to find a most worthwhile task.

But, much to my distress, I discovered its mission is very grossly misunderstood. I'm sure this is a problem statewide.

The first question I had to ask was why.

To find the answer, I began to ask questions of persons with whom I came in contact.

I found an alarming number felt that the school is a home for high school drop outs. It was felt that it is a haven for welfare recipients: some thought it is associated with the job corps; others figured it is a school for Indians, or strictly for handicapped or rehabilitation.

Generally, they had the impression the students there would rank in intelligence and aptitude far below the average American citizen.

Certainly the school itself has done an enormous job of providing information to the public. And, perhaps, herein lies the basic root of the problem.

Governmentally affiliated and associated organizations tend to be encumbered by detail, paper work, and quite often politics.

I'm convinced that any group which is dependent upon the public for support through especially taxation, etc., is by necessity forced to operate in this type of realm.

And, so often does the public go uninformed or misinformed what its dollars are used for that it never ceases to amaze me that any bond issues or mill levies and the like are ever passed.

Now, to put the blame where it no doubt belongs, I said the public goes uninformed or misinformed--rather than saying that no one passes information on to the public.

You see, today the emphasis in communications is on simplicity and speed.

Now, Mr. Joe America is daily subjected to advertising messages. Each and every one pleading for his dollar.

So, what results? His mind is closed. He doesn't want to part with his money. He doesn't stop to read the literature available on the vocational education, or distributive education, or MDTA, or WIN, or BIA, or OEO, or veteran vo-rehab...and I could go on and on. Probably the reason is largely due to the fact that the literature presented doesn't have a center fold used to sell more copies, as do some of our most popular magazines available today!

Chances are good that Joe doesn't get through the pages of ads in the newspaper to read about vocational education on page 27B. Mrs. Joe America, housewife, has finally put the kids to bed for the afternoon, and just can't miss "The Doctors". Why, she'd rather sacrifice the special information panel discussion on vocational education on Channel 13 than miss "The Doctors". No doubt Dad shares this feeling when he plops in his chair to watch "Hee Haw" after facing the public all day, not to mention the traffic on the way home, all of which is made more bearable by the "Drive Time Rock & Roll Radio Station" blaring in his ear, which sandwiches your vocational education announcements between the Jackson Five and the Rolling Stones.

It seems ridiculous, but it's true.

When our television station recently took a Western Montana Survey, we were advised, overwhelmingly, that the two announcements remembered by the largest number of people were Volkswagen and Alka Seltzer.

Why?

Because they are different, clever, cute, sharp, well written, entertaining, etc.

After thinking about it, I was amazed at how little I really knew about vocational education. I feel strongly that if it isn't understood it can't be sold effectively. And, if it can't be put across to the people effectively, it can't function effectively for, after all, it's the public who is supposed to, in his eyes, shell out some more money by hiring these--whatever they are--coming out of this school.

Vocational Education in Montana today is a fledgling. It's learning how to walk. And very well. And, just as anything in the world has, it has its problems.

Communication with the public ranks high on the list.

Now--how do you make yourself heard and seen.

One answer may be a good modern upbeat slogan to be tied into a good commercial promotional campaign.

Another may be to hire a P.R. person at each outlet. But, let's do something different.

First--what is it we want to tell Joe America and his neighbors? Do we want more students? Do we want more or better instructors? Do we want more money for expansion? How about better placement, or just plain general image-building?

It could be any, or maybe even all, of these. In Missoula, the two we are currently working on is general information coupled with more and better placement for the student.

And, what we've launched is a campaign devised to "Take MTC to the People".

By the time I had gotten through searching and finding answers to the questions, I found myself serving as Chairman of the Middle Management Advisory Committee. This, in turn, got me a seat on the general advisory board. And at the very first meeting I attended, I brought out some of the problems of the Center as I saw them and I moved for the creation of an ad hoc committee to be set up to study, and take action on, the public image of the Center and vocational education in general.

Guess who was selected to chair that group?

Our first objective was to assure that we had the right contacts in the

right part of each of the broadcast, newspaper, and public relations organizations in the area. We did this by inviting key people within each organization to a luncheon at the Tech Center, at which time we showed our slide presentation, introduced the staff, toured the facility, and sat down for a shirt sleeve, brain-picking session.

All went well, except that they were so involved in the tour, time ran away from us and drastically shortened our workshop period. However, we know we have our foot in the door with the right people.

They are each now being invited to serve on our ad hoc committee for public relations.

Next, we began a series of once-a-month Club functions at the Center.

Most service clubs meet over lunch or breakfast, so a no-host luncheon was provided for the Missoula Area Exchange Club, complete with parking lot attendants, ushers, the Center's message presented by Director Downey, and a tour of the Center.

This contrasted so sharply with having a staff member visit the club, that the results were amazing. Although more than one highly successful open house has been held there since its inception, 9 out of 10 of those businessmen had no idea what was at the school.

We plan to continue this on a once-a-month basis for different service clubs, and at the end of the year, we will have contacted--with real, human, in-the-flesh warmth,-a goodly number of the most influential leaders of our area.

I mentioned warmth and human contact because we had the fear that the image was a cold one.

We are planning visits by the staff to businesses and service Clubs in the area to augment this program.

I am firmly convinced that we are on the right track toward a better working relationship and understanding within Montana.

I was most recently impressed by a couple of young teachers from the Missoula County High School system who spend considerable free time making calls on businessmen to help place students involved in co-operative education on work study programs in Missoula area businesses. I know many of my contemporaries were likewise impressed. This should be considered state-wide for all vocational education outlets.

I continually find businessmen balking, as it were, at the term "Middle Management", used in regard to one of the courses offered in vocational training. Middle management is something that is attained by a worker when it has been earned and concern lurks in the minds of potential employers that graduates of this program are trained to, and expect to, walk right into the vice-president's chair.

I contend the fault lies only in the nomenclature, and I heartily recom-

mend that steps be taken to change the title. It is enticing to students, but startles the businessman.

I also feel that additional emphasis to the public be placed on the practicality of selecting instructors who have experience in their fields of endeavor. Some harbor the thoughts that a goodly proportion of instructors are not certified teachers.

In closing, let me thank you for this opportunity. It is easy to find, define, and solve in one's own mind, the problems of others. I contend that, with better communications, come solutions to problems.

A MODEL APPRENTICESHIP PROGRAM

Harry D. Erickson

Presentation, October 1, 1971

ORGANIZATION: A joint apprentice committee would be responsible for overall supervision, apprentice selection and financial direction. This committee would consist of a like number of members chosen by organized labor and management. For example, three members from labor and three members from management. An executive secretary may be chosen by the apprentice committee. His duties include, general bookkeeping, financial responsibility, recording minutes, calling committee members and others for meetings and doing general research for the committee. To reduce expense the executive secretary can be part time or may serve several apprentice committees. The executive secretary is usually chosen from labor, but this practice varies, he may come from management.

Persons adjunct to the committee may include labor leaders, management officials, regional manpower coordinators, state apprenticeship officials, vocational education officials (public), industrial specialists, etc.

A program director chosen by and responsible to the apprentice committee would be responsible for overall apprentice school supervision. Since Montana apprentice programs are small and classes are scheduled in the evening hours, this person would be part time and could instruct some classes. He is usually chosen by labor from the craft union, but this varies by area and by need.

APPRENTICE SELECTION CRITERIA:

1. Candidates will not be denied admittance because of race, religion or national origin.

2. Affirmative action in recruitment of local minority groups will be instituted. By this union process, minorities are actively sought.

3. Notification of application, pertinent dates, requirements and opportunities will be posted in local employment offices, public schools, private schools and with local minority organizations.

4. Age and educational requirements must be set forth specifically.*

   a. One year may be subtracted from the applicant's age for each year of trade experience or military duty. For example, a twenty-seven year old man with three years' military duty could fall within the maximum age limit of twenty-four years by subtracting one year for each year of military service.

   b. Educational deficiencies could be brought up to minimum requirements within one year. This will vary from local union to local union.

   c. Special consideration may be afforded those who are educably deprived as a result of lack of opportunity.

*Some requirements are waived for those applicants of the affirmative action clause.

5. Trainee selection is based upon a point system which includes:

   a. Success in formal education, especially those areas which apply to skill training.

   b. Recommendation by employers, teachers, clergy, etc.

   c. Work record if applicable.

   d. Ability to get along with others.

   e. Imagination, ambition, etc.

   f. Interest and likelihood of completing apprentice training and becoming a union craftsman.

   g. Military service and work in skill area if applicable.

6. As a diagnostic tool all applicants will be given the G.A.T.B. and an interest inventory. Other testing instruments can be utilized.

7. Each candidate will appear at two interviews with the joint committee. Interviews will be hald open to any discussion pertinent to fair selection of enrollees.

8. Final selection authority will rest with the joint apprentice committee. Recommendation will be made on each applicant by the program director who attends each interview and evaluates each application.

CLASS ORIENTATION:

1. Each trainee selected for the apprentice program must be apprised of his responsibilities.

   a. General course outlines, goals and evaluation procedures should be outlined for the trainee and what is expected of him as a union man.

   b. Minimum achievement requirements, attendance requirements and participation requirements must be stressed. Consequences of not achieving minimum requirements must be outlined. Individual help sessions to overcome deficiencies should be outlined.

   c. Responsibilities to society, labor, management, the instructors and the school will be enumerated.

   d. The apprentice will be apprised of the number of hours, days, and weeks and years of training. He will be given current wage information. This information will include percentage increments and at what intervals they will occur.

2. Each trainee selected for the apprentice program must be apprised of his rights.

a. The trainee has a right to a certain quality and quantity of instruction, both classroom and shop. Classes must be organized, relevant, and punctual. Evaluation of the trainee, especially testing, must have instructional value as well as diagnostic value. Homework and testing must be corrected promptly and returned to the trainee for class discussion.

b. Shop instruction and classroom instruction must reflect the current needs of the trainee in terms of job readiness.

c. World of work and job orientation has to be included in addition to skill training.

d. An established procedure for grievances has to be outlined.

e. A trainee evaluation of the instructor, instructional materials, teaching methods and trainee evaluation has to be considered in total school evaluation. This is especially true when changes in curriculum, teaching method or facility are considered.

f. He will be informed of his rights as a union member.

CLASSROOM AND SHOP EXPERIENCES:

Classroom and shop experiences must reflect current skill procedures as used by industry. The trainee must be stimulated by imaginative instruction to become a professional in his trade or craft. Development of pride in doing excellent work and esprit de corps in his skill craft and organization will motivate the apprentice to excellence rather than mediocrity.

CITY, STATE AND NATIONAL CONTESTS:

Apprentice contests emanating from the local union city and progressing to state and national contests nurture a spirit of competitiveness in the trainee. Contests also publicize the apprentice school and develop in the rank and file laboring man, management and the community a feeling of pride and belonging to the school.

LOCAL, STATE AND NATIONAL SEMINARS AND IN-SERVICE TRAINING:

Seminars and workshops bring union and management people together to work collectively on training problems. The atmosphere helps develop a feeling of brotherhood which is reflected in cooperation in solving problems other than apprenticeship problems.

A PHILOSOPHY:

In most craft and skilled unions the philosophy is changing from that of antagonist to that of a responsible partner with industry and education in solving manpower needs, priorities and training. Unions by their nature and origin are interested in "people" problems. And thus must, to be effective, work with industry and education to solve mutual problems.

DOLORES COLBURG

Presentation, October 1, 1971

It is indeed a pleasure to be here this afternoon to discuss with you some of my feelings as to the direction vocational education should be taking in the state of Montana. When discussing this topic, it is paramount that we keep in mind the prime goal of vocational education, or for that matter, education in general: That is, to meet the "needs of youth and adults." It disturbs me to think that if we were to take one hundred of Montana's young people between the ages of 14 and 17, we would find that 25 of that 100 will not finish high school. Of the 75 students that do graduate from high school, 35 will not go to college or to a university. Forty will enter college or a university, but only twenty will finish. What this means is that 80% of our young people should be offered other choices and means, very possibly, some sort of vocational-occupational training. We must ask ourselves what we are doing for 80% of our youth who constitute a group which either did not finish high school or college or both.

Likewise, in the area of adult vocational preparation, we must work through vocational education to reduce unemployment by giving saleable skills to those on the unemployment rolls. Moreover, we must prepare to retrain those individuals originally prepared in a vocational area where little or no demand presently exists for their services.

Now, let us specifically examine aspects of the theme, "What Vocational Education should be Doing in Montana."

First, it is essential that Montana's vocational education programs prepare students for the world of work regardless of their individual ability levels. What does this mean? It means we must design vocational programs that serve the needs of our entire school population. It means that we must place more emphasis on preparing that segment of our population that has been identified as being either handicapped or disadvantaged. It means that we must develop specific vocational programs to give these individuals the skills which make them productive members of society. It means that if it takes special equipment to train the handicapped, the equipment must be provided. If it takes teachers' aides and special classroom materials to bring the educationally disadvantaged up to the level of the rest of the class, aides and materials must be provided. Presently, Montana's reimbursed vocational programs are attempting to serve the needs of 1,916 handicapped students and 5,065 disadvantaged students. Although these programs represent a step in the right direction, the number of students we serve must be greatly expanded.

It also means that we must explore, develop and expand vocational education programs designed to serve the needs of Montana's rural youth. We must ask ourselves what Montana's vocational education program is doing to serve the needs of the youth that attend school in communities too small to support effective local vocational education programs. The students in rural Montana must be given full opportunity to explore and develop employable skills in their areas of vocational interest.

Vocational education in Montana must also continue making a concerted effort to extend the vocational education program into the local community. This effort may best be accomplished through the continued development of local advisory committees for vocational programs and the development of vocational cooperative education programs. Let us examine each of these areas separately.

The local vocational advisory committee brings the school and the business community into a close working relationship in order to better meet the needs of the community's youth. It is the function of the advisory committee to advise the school on various matters that will make the vocational curriculum more relevant to the needs of the business community. After all, who is better equipped to advise vocational educators than those people who are actually engaged in the vocations that they represent?

The design of vocational cooperative education programs allows students to apply what they have learned in the classroom to actual on-the-job situations. Cooperative education programs are presently operating in all areas of vocational education throughout Montana. Again, though the cooperative education development is a step in the right direction, the number of these programs should be expanded. Indeed, what more effective ways are there to prepare people for employment than to give them actual on-the-job occupational experiences that ar related to their classroom work? In a January, 1971 article in Saturday Review entitled "Can we Affort Tomorrow," Jerome M. Rosaw, Assistant Secretary of Labor, points out that high school youth should have the option of choosing a path that combines work and school. It makes little sense to shelter a youth from work while we attend solely to his educational needs, and then put this youth on his own to find employment without guidance, skill or prior work experience the day the training ends.

Another area to which Montana must give greater emphasis is that of career education. At the Secondary Principals' Conference in Texas last January, Dr. Sidney P. Marland, U. S. Commissioner of Education, addressed the group on the topic of "Career Education Now". In opening his remarks, Dr. Marland said:

"Most of you are secondary school administrators. You, like me, have been preoccupied most of the time with college entrance expectations. Vocational-technical education has been a second-level concern. The vocational education teachers and administrators have been either scorned or condemned and we have been silent.

"There is illogic here, as well as a massive injustice. How can we blame vocational educators for the hundreds of thousands of pitifully incapable boys and girls who leave our high schools each year, when the truth is that the vast majority of these youngsters have never seen the inside of a vocational classroom. They are the unfortunate inmates, in most instances, of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic. We call it 'general education'. I suggest we get rid of it."

The first step, Dr. Marland suggests, is disposing of the term "vocational education" and adopting the term "career education". Dr. Marland adds that "All education is 'career education' or should be. All our efforts as educators

must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education." Dr. Marland proposes that a universal goal of American education starting now be this: that every young person completing our school program at Grade 12 be ready to enter higher education or useful and rewarding employment.

The concept of "career education" presented by Dr. Marland is presently being instituted by the U. S. Office of Education and will have far-reaching effects on Montana's total educational program in the future. Career education can be used as a tool to help the student develop a personal plan for lifelong learning: learning about the world we live in, the people who inhabit it and our social and physical environment; learning about the sciences, arts and literature we have inherited and are creating; and learning about the way in which the world's people are interacting.

If career education is to be effective, such education must equip our young people to live their lives as fulfilled human beings. In elementary school, students may be informed about the wide range of jobs in our society and the roles and requirements involved. in junior high school, students may explore specific clusters of occupations through hands-on experiences and field observation, as well as classroom instruction. In senior high school, students may prepare for job entry and/or for further education. Either placement in a job or further education should be options open to all students.

Montana has started to explore the area of career education through a project presently being conducted in the Helena public schools. This project, headed by Mr. Roger Bauer of the Helena school system, is actually making it possible to bring vocational or career concepts to Grade One pupils. Teachers at all levels have volunteered to incorporate career education concepts into their instructional units. The Helena project is a commendable step in the right direction and one which should be expanded throughout our state.

Concern must also be directed toward the roles local school administrators and guidance counselors play in Montana's vocational education programs. Guidance personnel in our schools must ask themselves if educational success is really evaluated by the number of students going on to college and the number of dollars obtained for college scholarships. How many times have we heard school administrators or guidance counselors say that "X" number of students were planning to attend college, or that "X" number of dollars have been received by students to attend college?

But if only 20% of our youth are finishing college, it is apparent we must direct more of our guidance and counseling efforts toward the 80% of our youth who need occupational orientation. In Montana, strides are being made to accomplish this challenging task. This past summer an eight-week institute was conducted at Northern Montana College to orient guidance counselors toward vocational counseling. The Institute was attended by 25 of our state's counselors. Activities such as this institute must be further expanded. If we are to serve the thousands of our young people who do not complete college, our administrators, guidance counselors, teachers and the community in general

must become aware of the importance of furnishing students with occupational information so that the students have options available to them upon completion of Grade 12.

When examining what Montana should be doing in vocational education, we must also take a close look at the role of our teacher training institutions in the preparation of vocational education teachers. It is imperative that our teacher training institutions continue to prepare teachers in the latest methods of instruction and technical skills necessary to keep pace with rapid advancements being made technologically in our nation. If vocational education is to keep up with advancements being made by business and industry, it is important that teachers have the ability and flexibility to change existing and oftentimes, obsolete curricula in order to meet demands placed upon them by the students, business and industry.

Greater emphasis must also be placed on inservice training of vocational teachers. We must make sure that teachers who have been in the field for numbers of years are keeping abreast of the changes taking place in their respective vocational areas. Teachers must be encouraged to update constantly their knowledge, skills, attitudes and understandings in order to meet the needs of the students they serve.

Another important point must be made. Curricula developed for vocational education programs must be relevant to the needs of students and industry and based on skills which will prepare people to be employable, productive workers. Vocational educators must keep in touch with industry in order to determine exactly what is relevant. Vocational educators cannot afford to train people in occupations where there are few or no opportunities for employment because of obsolescence or lack of demand.

We must also realize the necessity for preparing and offering instruction in emerging occupations in order to prepare students for occupations that will be in need of employees in the years to come.

If Montana's vocational education program is to continue to grow and prosper and meet the needs of our citizens, our programs must be accountable and based on results obtained. It is the responsibility of vocational educators to develop program objectives that are measurable, so that all interested parties will be aware of exactly what vocational education is attempting to accomplish and the results we are able to achieve.

RALPH POTTICHOWSKI

Presentation, October 1, 1971

"A View by the Lay Public"

People very often criticize the six-unit University System because they think there are too many units for the taxpayers of a small tax-base state to support, and I think they are right.

Vo-Tech centers are different, at least for the moment, because they are not pretending to be full-fledged campuses with dormitories, parking problems and the like.

However, the campuses I hear mentioned most as being unnecessary are those at Northern Montana College in Havre, which oddly contributes a great portion of the vo-tech teachers in this state, and that at Western Montana College in Dillon.

Not many people are heard to dispute the campuses at Missoula or Bozeman, or at up-and-coming Eastern, although some criticism is heard about Butte. It seems like the 'little guys' get picked on.

Regardless of the direction in which the criticism is directed, the fact is that it is there. Why is it there?

Because this state, as verified by at least one college-level study, does not have a large enough tax base to be trying to support such institutions in six different cities.

Dillon is 66 miles from Butte, 113 from Bozeman. Butte is 188 from Missoula, by the Highway department map. Havre is 277 from Missoula and 250 from Billings.

Distances, at least in my experience, have never struck anyone in this state as insurmountable, because everyone in the whole state is so far from everyone else that it makes little difference.

The greatest detriment to logical expansion of the vo-tech system, I think, is that everyone is afraid it will turn into another University system.

Maybe is should, but that is the problem.

People in the cities, and the rural residents, see their property tax bills going up and up and up. They see no end to it and, indeed, there is no end to it, because progress of one sort or another, be it education or otherwise, always needs more money to do the job right.

But they are concerned, and rightfully so.

Anyone who can read a newspaper can tell that he doesn't read the same

enrollment figures from vo-tech center to vo-tech center from one month to the next. I see it myself, Different accounts of enrollment, and subsequently of honest growth of the vocational training system, vary. They simply do.

There is some empire-building going on here, and it isn't good. The vo-tech field has been ignored for too long, and is too important, to be the victim of politicking and cheap shots.

One has only to look at the vo-tech budgets submitted to the State Board of Education, and to study them carefully, to realize that one center is trying to build faster than another center, or centers.

Regardless of whether it is federal, state or local money--it is seldom a whole lot of the latter--everyone already is in the grab-bag.

Center directors, in private of course, accuse each other of counting students twice, or of counting part-time students as "equivalent full-time students."

More than that, they make independent trips to Helena, without reimbursement, to politic.

There has always been politicking in education, as there had to be. For instance, the public election of the State Superintendent of Public Instruction. Or the leapfrogging for positions as superintendents. Or a number of other things.

There also must be politicking for vo-tech education, lest it lose the toe-hold it has just barely gained on the public consciousness.

People I know read the newspapers and comment on how many students are enrolled this fall at one University or another in Montana.

How many read four years later, how many of those students made it all the way through and got a degree?

It is not as many as the percentage of students who both start and finish at a vo-tech center, I know. Although the course may not be as lengthy, the goal is the same--a person who can be a viable member of the labor force, regardless of how much money he makes.

As a sidelight, college graduates have been shown to make more money in a lifetime than those without a college degree, but no one in these surveys seems to take note of how many there are of one, and of the other.

Today, for instance, Ph. D.'s have a hard time finding work. And what about aerospace engineers? Or teachers? The fact that the National Education Association and other outfits are preaching enrichment education, or more counseling, or any of the other occupations outside that of a regular classroom teacher, doesn't seem to be doing very much good.

Various national figures have been quoted showing how many occupations

for which there will be a demand--which do not require a college degree.

A column by Sylvia Porter only a few days ago in the Tribune quoted these figures:

Ecology, whatever that means, specifically. 4300 now, and 12,000 needed 10 years from now.

Forestry aides, 13,000 now and almost 24,000 in the same time period. And several other occupations, dealing with conservation and management of the natural resources, although some geophysicists, architects and engineers were included.

The first paragraph of the column read: "How many high school and college age youngsters do YOU know who are determined to build careers in ecology-conservation?"

Well, it appears right now as if there's a whole bunch of them. After the figures came the statement that 150,000 environmental health workers will be needed by 1980, about double the number of trained workers expected to be available.

"...expected to be available." What does that mean? It's hard to determine.

What it should mean is that the vo-tech centers should, even more than the universities, be stepping into these fields that the experts claim will be understaffed.

The first thing every vo-tech director in this state wants to do is put up an automotive center complete with Sun analyzers, Craftsman tools and a body shop. That's all traditional, and it probably is all right. They also all want secretarial classes, electronics and the other stuff everyone has had for years.

And almost all of them have one thing that is going to cause them a great deal of trouble pretty soon--a computer.

From the information I received somewhat over a year ago, there were informal agreements made between the vo-tech directors about how they were going to split up the state for the high-investment occupational training programs.

High-investment can mean almost anything if you have enough of it, but the monthly rental on a computer is something else again, because it isn't something that you pay off with a 20-year bond issue. IBM keeps making them bigger and better, and they always will.

The same can be said of an automotive or diesel shop. The high cost, that is.

And if you take the time to see how often somebody is duplicating what another guy has at another vo-tech center, you will note that, in a matter of

only a very few years, the wrath of Montana taxpayers is going to get to you.

The keen competition for students is a recognized fact. University leaders always claim they need more recruiters, although sometimes they must compromise and send people out on tight schedules. University nights for a whole town, for example.

If the taxpayers of this state are forced to expend unneeded sums on two different--but in my opinion, equally important--systems of education, I'm sure someone is going to tell them about it.

The way I first heard it was that Great Falls wanted health occupations, Missoula wanted heavy equipment, Helena wanted aviation, Butte wanted mining and machine shop trades and Billings wanted food services.

Priorities change, of course, and I'm sure that crash, or short-term courses will be needed from time to time in all the five designated vo-tech cities. But to launch full-fledged, full-time instruction things like computers, shops, aviation or other equally expensive courses, is only going to lead to trouble.

All the centers want to expand facilities, add equipment, personnel and supplies. Some need to already, as was expected when vo-tech finally got the attention of the legislature after standing in the closet for so long.

How many, though, are actively thinking of putting up a dormitory? Not many--not right away, anyway.

That idea would scare the taxpayers more than what I've said here previously, but if the welfare of the student is the prime concern, and it is, no matter the cost or ultimate public relations danger, then some thought should be given to the kid who, for instance, might want to attend the Great Falls Center from Havre.

He isn't about to commute, and what if he has no kin in Great Falls? Then, of course, unless his folks are well off, he must find a job to pay his rent and chow and other necessities. If he gets a job that is good enough, he may unwittingly forfeit the chance to get one even better by finishing the training he went there for in the first place. That's one of the recognized causes of dropouts from the existing vo-tech centers.

The administration of this whole state set-up is the crux of the matter.

No one can quibble with the decision to start five vo-tech centers, even though those west of the divide are not more than about 100 miles from each other, because the last census showed the state's mountainous west to be a growth area.

As an aside, it is little wonder that no major offensive to build the image of vo-tech lately could be launched, considering the turnover in the state vo-tech director's office in the past several years.

Together with that, even the Flesher Report ordered by the 1967 legislature (seems a long time ago, doesn't it?) said area designations originally were sought for prestigious, financial or political reasons. It further said that the local board of trustees controlled the policy, curriculum, finances,

and counts the enrollees for state reimbursement under the State Foundation Program. That, as you know, remains to this day, and really should be changed.

It should be changed because there is no real "area" in the area vo-tech designation. No enlarged tax or population base. No extension of voter or board approval.

Individual school districts, and state agencies such as the Industrial Accident Board, have started rather aggressive public education and public relations programs to advise the citizenry of their activities. Why have not the vo-tech centers started such programs on an equally aggressive basis? Their catalogs are inferior to those of the UNiversity System, and their overall approach to public relations hardly can be termed aggressive in comparison to other agencies. Getting more publicity, I should remind you, doesn't necessarily involve spending more money, for which some state agencies are burned from time to time. Mostly, it simply is personal contact with a newsman, although that can deteriorate temporarily when there are top-level administrative changes.

Overall, I would like to say that the tide of public opinion is changing in regard to vo-tech, and that it is decidedly for the better, with more public awareness of the need for all the kids who never attend college, or those who drop out short of completion.

ROBERT HOWARD

Presentation, October 1, 1971

C H O I C E ?

Mme. Chairman, Mr. Vice-Chairman, Members of the Montana Advisory Council for Vocational Education, ladies and gentlemen:

May I preface my presentation with an old quote by Prime Minister Winston Churchill during high level defense discussions: "There, but for the Grace of God, goes God." We may apply this comment to we educators when discussing what to do with the educational processes.

I guess what I am basically saying is that we may forget that any educational program should be, first and foremost, designed to serve the student and not the administration nor the institution nor any pet philosophy. We are interested, or should be interested, in the primary goal of education: To assist the student to broaden his interests, his experiences, his learnings, his aspirations and to become a thinking, viable citizen of this society.

Assuming that this is basically atrue goal, then what do we do? We shut off that most exciting and most valuable avenue for any student in most schools of this state--the right of choice.

How can we honestly say we are doing our best when we do not allow for individuals to choose their own future? You will say, in defense of education, that there is a choice. The opportunity for choosing by a student in our present system is like the Federal Government's Self-Determination Policy for Indians. That is, we will give the Indians two or three possibles and he can determine which one he wants. Education today offers choices such as: what profession do I wish to enter? What university do I want to attend? Other than that, the student can basically content himself with being a professional...or?

Can we not redesign education to include courses which will lead to training in the trades? Can we not start deep within the system and begin basic awareness of the world of vocational training? We expose young people to health, business, etc., at a very tender age. Can we not do the same for the fields of education called the vocationa?

Let us face the fact that not all children are college or university material and from that go on to a program that will open up new horizons for <u>every</u> child in the state.

Let us build a curriculum for all grades in all schools which will include the trades. Let us then begin training vocational education counsellors to help students attain their goals with some professional expertise. Such a program is much more adaptable than first believed.

Lower grades curriculum would be basic foundation information building. The middle grades would receive basic introductions into the vocational fields. The junior high school areas would begin actual, basic proficiency in understanding theories and goals of the fields presented. When a student reaches the end

of his sophomore year, he then should have behind him all the necessary curriculum input to make his final selection for his life's work--professions or vocational education. His final two years of high school will then take on more meaning because he can thenspecialize in courses designed for a technical college curriculum.

I am talking here of an expanded curriculum, not a watering down of the present one; a strengthening of present responsibilities of each school system, rather than a weakening. The Indian people have been striving for this type educational process to be developed at home. The Indian people do not value, too highly, the relocation of families, the shipping off of their children to other schools because there are no courses for training available locally nor are they, like many families, able to afford higher education. You see, the goal that the Indian people have tried in vain to establish, a choice of opportunity before high school graduation holds great value for all children.

(Mention J.O.M. Surveys to encourage Vo-Tech).

Before concluding, some pertinent remarks concerning the present system of vocational education centers are necessary.

Have you, who are responsible for maximum utilization of these centers, taken into consideration such factors as housing, married students, community awareness and community understanding? I bring this to your attention because already some of our people have experienced very traumatic rejections in some of the communities with vocational centers. Before we can overcome the lack of opportunity we have to overcome the negativeness of others outside the program itself. Much dynamic and positive counselling is needed.

In conclusion, let me briefly summarize my thoughts. *See notes.

We need a reorganization, yes, a restructuring of the education processes of this state so that programs of education respond to the needs and aspirations of people, not institutions. We must redesign our curriculum to afford the opportunity of free choice to students based on a solid background of a pertinent curriculum. (It is well noted that the smaller the school, the more professions and university oriented it becomes.) We must utilize our vast educational resources to bring to the school systems a new dimension which will help us toward the one goal we all should subscribe to: An educational system which addresses itself to the dreams of the future that all students have and one that allows them the opportunity of choice. Toward this goal, I challenge you!

Thank you!

*Notes: The present system is a closed system.
The present system cannot discourage high dropout rates.
The present system pays lip service to job opportunity.

W. D. Williams

Presentation, October 1, 1971

Thank you for inviting me to attend your public meeting on vocational education and for the opportunity to share some views with you. I sincerely and humbly hope that my few comments, added to those of the preceding speakers and those who follow, will assist the Advisory Council in reaching a concensus as to what we should be doing in vocational education in Montana and in the nation.

To be frank with you, my interest in vocational education is a selfish one, to put it quite simply and honestly. A well-founded system of providing vocation or work related skills training to prospective employees makes my job easier. And here I'm talking about the full spectrum of job classifications - blue collar through white collar. I'm not just referring to the narrow band of skills normally associated with the crafts trades. If I can be assured that the man I need has the right shape for the slot I wish to put him in - and his qualifications are backed up by an impeccable pedigree, so to speak, my job becomes simpler, and my company will profit. So you see, I have a real vested interest in pre-employment skills education, whether it be of a professional, para-professional or vocational (so-called nature. I'm not only interested, I'm enthusiastic!

With that off my chest, prepare yourselves for some thoughts that you may not agree with. Remember - you Advisory Committee people--you asked for this.

To begin with, I don't like your topic, and I'm not going to address myself to it. I'm not going to tell you what Vo-Ed <u>should</u> be doing in Montana. Rather, I'm going to talk about what <u>more</u> it might and can do.

You do yourself a disservice by asking your original question. In my view, Vo-Ed is doing a <u>great deal</u>--at least where I come from. Having read catalogs from other Vocational Centers, I draw the conclusion that Vo-Ed is doing much in other Montana cities, besides Butte.

So I am satisfied you are doing something quite worthwhile, and of real value. The question then remains--what more might be done.

I'll first talk about what is boing done in my town that might not be going on elsewhere. These are activities in Vo-Ed that w believe are a little unusual. If no parallel exists elsewhere, they might be considered the "extra" or the "more" that might be achieved in your community to provide better service, both to the individual and to the community.

Following this, I'll toss out some purely personal observations and some speculation as to what "<u>More</u>" <u>Can Be Done</u>.

Okay--here are the "extras" in our system which have been so helpful to me.

<u>Mutual Trust and Confidence</u>. By being able to lay our cards face up on

the table, by being able to speak plainly to each other, my company and the Vo-Tech Center in my home town have been able to solve mutual problems of need. The satisfactory results (well-trained employees for business and job placements for the Center) motivate me to urge you to seek such relationships--relationships that will naturally lead to additional exciting developments such as:

Classroom and Work Experience on the Job. We've all heard of on-the-job training. Nothing new to this. But it is new when accomplished by a Vo-Tech Center that normally is fitted out with all the machines, devices, tools, and class materials to get the job done in a school situation.

In Butte, we've two such arrangements, and we're planning a third. One is a training program designed to produce heavy duty mechanics. Formal classroom and work related experience is conducted in the Berkeley Pit Garage engine room, where students work on and gain experience on life size heavy duty equipment. Instructorship is provided by the Vo-Tech Center. The program has the blessing of the Machinists Union.

Another unique training situation produces underground miners for the mining industry. A cooperative venture that involves the Montana State Department of Employment Security, the U. S. Bureau of Mines, the Butte Vo-Tech Center, Butte School District #1, Butte Miners Union #1, and the Anaconda Company, this training experience has already produced one class of miners and had begun training another when classes were suspended because of a work stoppage. Graduates of the first class pere placed in jobs in mines in Idaho as well as in Montana.

The joint partners in this venture expect this effort to go a long way toward alleviating the shortage of underground miners as well as providing job skills for those economically deprived.

Last, but far from the least, is a planned program to provide pre-employment training and job skills to those persons desiring to become operators of Off Highway Heavy Duty mobile equipment. The plan has the tentative approval of all interested parties, including the Teamsters Union. All that remains is a final arrantement and agreement. If the plan gets off the ground, and we expect it to, industry (The Anaconda Company) expects to provide the equipment and the training area. The Vo-Tech Center will provide classroom facilities and instructors. While local industry expects to benefit most from the program--graduates are rot obligated to become employees of The Anaconda Company. They may, after training, go into the construction industry--or whatever. The program will be geared to the entire mining and construction industry.

As might be evident, the Butte Vo-Tech Center keeps up with the skills needs of the community. The result of continual activities designed to provide the required information has led to the type of innovation I've already described.

Examples of other skills courses developed by keeping a "finger on the pulse" are computer technology program, surveying courses, clerical courses, and so on. While these may sound commonplace, I can testify that the surveying cours: was developed to fit a particular requirement in our business. It also fit in well with the construction industry, and it has found a rather permanent niche in the overall Vo=Ed structure in Butte..

Enough of the bragging--if that's what it sounds like to you. Honestly, I'm not Maurice Driscoll's P.R. man.

I speak from my heart when I say that the programs that I've mentioned have made my work easier. And now to speculate for a while as to what more might be done. We've already talked about what can be done.

Change your Image. Last year i listened to a talk by Dr. Seymour Fishbein, addressing College Placement people. This man is well known in the field of manpower development and research, He was a former assistant Secretary of Labor, in addition to his academic professional accomplishments. His talk to us concerned change in the 20's, and its impact on the total work force--not just those who graduate from academic institutions. He talked of changing technology, changing occupational groups - emphasis on service vocations in recent times, changes in geographical location of work force and industry, changes in population, and, finally, the changes in education. He pointed out, as you well know, that more than 50% of our present high school graduates go to college. He talked of urgent needs for change in educational methods, and he complimented the academic world for its beginning responses to the demand for adaptation. He then made some pointed comments which should be of interest to you. I quote, "You know what's at the bottom of the totem pole in education?" "Guess." We were unable to guess. Vocational Education! He went on to point out that when he graduated from the 9th grade and went into vocational training he made a bread board. He told about having it in his kitchen. His son graduated from grade school and went into the 9th grade. There are now two bread boards in the kitchen. He expects there to be three, soon, because he has a grandson just entering the 9th grade.

In other words, Vocational Education retains the Manual Training image! If a guy like Fishbein believes this--something has to be done. Maybe we should adopt a new name--the XYZ Intermediate College for Business and Industrial Skills, or the XYZ University for the Development of Livelihood Skills. Apparently, we require some innovative nomenclature change to shake off the image of Rip Van Winkle in Education.

Change Methods. I believe we must innovate so that we can attract, not only the youth who fail to go to college, but those who drop out as well. Industry and business desperately need trained and potentially qualified people in all job classifications or job skills. It is an extremely expensive process to train people on-the-job. The job market is open to the qualified. Vo-Ed can upgrade its service to the individual, community and to business by:

(a) Professionalizing its recruitment efforts--something on the order of the military or the colleges that look for potential students. "Scholarships" might be considered - offered to the secondary student with exceptional skills and potential in vocational and para-professional fields.

(b) Placement should be professionalized and upgraded. Industries and businesses should be invited to interview on the spot. Skills "rundowns" on Vo-Tech graduates should be made available to business and industry at the time of completion of training. Perhaps one professional placement person could service on a full time basis more than one Center. Placement should not be a part-time job.

(c) Vo-Ed Administrators and professionals would do well to try to explore the idea that some day Vo-Ed training might supplant apprenticeship training as a means of supplying skilled employees for industry. At least they might be coordinated in an effort to reduce the four year training period now required. I, for one, as a Personnel and Industrial Relations professional, would prefer to hire qualified craftsmen and specialists. Vo-Ed could fill this bill in all respects--if a diplomatic selling job were successful in eliminating the concept of apprentice training. (REmember, I speak for myself--not as a representative of all industry.)

(d) Update curriculum more readily by exploring with industry an exchange of talent agreement. I'm thinking now of a mutually arranged leave-of-absence program where a talented instructor could leave his post for six months or so and practice his vocation in industry, while an equally skilled and adaptable industry employee would assume a place in the world of teaching and instruction. It seems to me both would benefit. It's worth looking into.

(e) Review industry standards of hiring. As sillyas it may seem to some, certain businesses and industries do have valid hiring standards. To avoid problems when Vo-Ed graduates are considered for hiring, Vo-Ed should be aware of requirements and explain them to job candidates.

To return to the original topic, the points I've just mentioned are things I believe can be done--not necessarily <u>should</u> be done (although I admit to using that word).

I intend no criticism of work presently being done in Montana, because I am aware of limiting factors--politics, available money, etc. I am also aware that one does not have the right to criticize who does not take the time to learn all the facts. Believe me, I am a neophyte in <u>your</u> business. However, I do feel I know my own business--<u>and its needs</u>.

Therefore, I do feel strongly that the ideas I've discussed, if implemented, would make my own job easier. And as I told you--I'm basically selfish.

Once again, my thanks to all of you, and especially to Mr. Ball, for inviting me to talk to you today.

SMALL GROUP DISCUSSION

Group I

Group I felt that a definite need still exists to "educate" the public as to the "vo-tech" image. They did not elaborate on suggested procedures and methods. Also, the group felt that an important part could be played by counseling in bringing forth an awareness of the worth and availability of vo-tech education. It was felt that the image is changing, and for the better.

The group, or at least some of its members, felt that some four-year colleges are encroaching into post-secondary vo-tech areas. Because of this possibility, it was suggested that more interaction be sought among the many schools with different purposes and objectives.

The question was raised, "Should a vo-tech student be able to apply his training toward an advanced degree?" There was some agreement that there appears to be a movement in this direction, however very minimal. It was also recommended by the group that vo-tech education should be provided with an awareness of what the future may hold for the prospective employer.

The group expressed the opinion that state and federal funding should be made available to support the financial operation of the five post-secondary centers, since they are providing a statewide educational service. ADult education should be an accepted responsibility of all educational institutions, and particularly those with facilities should meet the adult vocational educaneeds throughout the state. More emphasis should be placed by local school districts upon the utilization of the one-mill adult education levy which they are entitled to levy each year in support of locally offered adult education.

It was felt by some that Congress may be thinking of vocational education as a remedial program because of the large sums earmarked for the disadvantaged, but it was also felt that it should be preventative even to the extent of reaching into the early elementary school grades to help prevent or overcome problems in the early years. Some concern was expressed as to how to identify the disadvantaged and handicapped, and oftentimes much money and time is spent to no avail, possibly because there is still lack of understanding of the needs of the disadvantaged.

It was felt that at least in some cases the high school vocational education should and could be terminal. Also, the question was raised as to why the high schools have to be so traditionally academic, when the needs of so many are other than that type of education provided. Suggestions were made as to what changes might be instituted in a school: vocational English, math and science rather than the traditional college prep English, math and science. A suggestion was also made regarding the possibility of a fifth year in high school to meet the needs of the otherwise terminal student of the 12th grade.

Small Group Discussion

Group II

Question raised by a group member: "What are guidance counselors doing to guide students into vo-tech?"

Responses to the question ranged from, "He finds out what the students want to do," to "acquaints students with what is available." The latter comment precipitated conversation as to what is available and what are the counselors aware of as being available. Some concern was expressed as to whether counselors were provided materials regarding vocational education opportunities. It was generally felt they did have most materials. It was stated by the group that a problem of bias on the part of some counselors still exists and that this would have an effect on the counseling process.

Encouragement was expressed by the group for additional occupational information to be made available in the junior high and elementary schools, allowing students an acquaintance with as broad an occupational choice as possible. Specific references were made to programs in Billings and Helena. The opinion was expressed that emphasis is needed on a broad background education with direction towards training for job clusters. Follow-up information on former students would prove valuable to the counselor as well as to the instructors regarding the effectiveness of the particular student's training. It was also expressed that effective counseling can not be done by an under-manned staff. One school explained the success of their five counselors for 1500 student.

Emphasis was also placed on the need of working with students in a manner which would encourage them and train them to be decision-makers and thus more able and ready to make career decisions.

Another area of discussion centered on the program offerings of schools. Concern was expressed that all vocational education, whether pre-vocational, secondary, or post-secondary must be up to date, relevant, and as much as possible teaching for the future. Also, it was expressed that effort should continually be made to avoid unnecessary duplication of program offerings in the state, and to evaluate our investment in vocational education. ARe we getting our money's worth from our investment, and how can we continue to improve our investment. The big question arose as to how do you evaluate the system to get such answers as we want. One suggestion was, are you pleasing your clientele and are they staying pleased?

Recommendations were made that the educational system should constantly be alert to the regulations of governing bodies, recommendations from outside influences, for ideas regarding appropriateness of program offerings, and the possible upgrading of what is now being offered.

Financing was discussed, and it was expressed by at least one member of the group that what is available is well spent, but it is only a drop in the bucket and meets at best only about 5% of the real needs of people. Much more needs to be done to motivate and then educate the many people now either undertrained or not trained at all, to become active participants in our labor

force. Transfer of "credit" for skills gained from one institution or method to another institution is a slow-moving concept, but one that needs to be given top priority among the different educational institutions. Also, additional emphasis by all educational systems to provide more for the needs of adult education among our population. A need was expressed for a look at providing a more coordinated and advanced training for some students who are seeking additional training beyond a good program at the high school level. It was felt that in some cases, post-secondary programs may be a repeat of some good high school programs. In other cases, it was felt the program must meet the needs of many students who have little if any vocational education prior to the post-secondary experience.

The topic of student placement was raised, and it was expressed that there are definite needs the schools shouldfulfill in helping the student in placement. Some suggestions made included that a school can't guarantee employment, but staff should be provided to assist students in learning how, where, and when to apply; working with other agencies and industry to make employment contacts and "sell" the product. Union regulations were mentioned as one problem area which each school should seek to overcome by close coordination and cooperation with the union officials. One such method is to assist the union apprenticeship programs by conducting the related training for them. Advisory Committees with Union representation can be a valuable aid to the school program in this problem.

SMALL GROUP DISCUSSIONS

Group III

Communications was the first topic of discussion by Group III. It was generally felt that good communication between all groups interested in vocational education must be developed before an effective job can be done of informing the public of the value, worth and necessity of vocational education. The communication system, it was suggested, should start with the student body of each institution and all schools uniting to "tell the story of vocational education." Positive approaches must be made which will bury the second-class image which vocational education, at least in the past, has had. Vocational education is not just for those who do not go to college, but more correctly is of value to all students some time in their K-adult educational career. Continued emphasis must be made on the value of the secondary vocational education programs for our high school students. Again the concern of non-transferable work between different institutions was raised and felt to be a difficult problem for the student who may in the future wish to pursue advanced training in another field or institution. Students will need to be made aware of the fact that upon completion they will be the most effective salesmen of vocational education that there is available.

Prime time radio and TV advertisement will need to be utilized by the vocational education institutions to reach the public. It was also recommended that advertising be aimed at the housewife, mother, who has apparently such an impact on student choices. Business and industry must be better informed of the advantages that are theirs from a well-trained vocational education graduate.

A closing discussion was directed to the need for more occupational information and counseling in the elementary grades. Also, teachers, counselors and administrators should be provided more vocational education orientation by the teacher training institutions.

SMALL GROUP DISCUSSION

Group IV

The first item to come up was reaction to the panel presentations. Much of it was favorable; some critical concern was voiced regarding schools or training agencies getting into competition with each other, specifically Vo-Tech vs. the University System. Example given: Colorado, where education comes under 3 boards.

Attitudes of Northern Montana College toward Vo-Tech education have changed. Students may now enroll in the Vo-Tech Division without being required to take a number of liberal arts courses previously required. There is a more acceptable attitude toward the occupation oriented curriculum and a "softening" of the degree prestige.

The representative from Montana league of Cities and Towns spoke from the standpoint of municipal employers. He said that they were primarily interested in the end product of the training--the skills, proficiency and attitudes acquired. (If product is good, method must be OK, etc.) (Too simplified!) He also stated that Vo-Ed should begin career orientation process in the first grade, progressing upward according to a planned and coordinated curriculum. By high school graduation, a student should have a pretty good idea of occupational direction to go. Then he is better able to make a good choice for himself.

The question of courses and curriculum relevancy was brought up for discussion. Board of Vocational Education should ask: How can we know that any specific course is needed: that it is providing the right skills.

Training must relate to and be coordinated with the job market. However, there is no single entity that can give a complete up-to-date picture of the job market. This relates to the question of surveys which came up later.

A private school educator stated that there is need for <u>accurate</u>, <u>honest</u> surveys of specific training and occupational needs in the state. Survey results vary.

Quotation: "You educators are good at educating people. But you do not know enough about the needs of Montana. This is your biggest problem."

Question: Why are surveys so unreliable?

Answer: Economic conditions can change quickly.

Quotation: "Most surveys are conducted by other than educational agencies."

The element of flexibility was emphasized repeatedly. It was stated that rigidity in curriculum, entrance, exit, graduation requirements and procedures cannot serve today's needs. Individuals contributed thoughts such as these:

- Education should not be "boxed in."

- Graduation requirements should be re-examined in light of current direction of needs.

(1) Time requirements should be flexible - levels of competency should be considered. If applicable, can High School be completed in three years instead of four?

(2) Vo-Ed training courses should be counted towards graduation - Electives should play a larger part in graduation requirements.

(3) Levels of competency, rather than time factor, should determine course completion.

(4) Some of the English and Math requirements for graduation could be Vocational English and Math which is taught in connection with skills course.

(5) It is difficult to change concepts in old regular established programs, but it must be done in many instances.

Organization and Coordination for Vo-Tech education.
Comments from representative of Trapper Creek Job Corps Center:

- Training in Job Corps Centers definitely has a place in Vo-Ed.

- They deal with a different type of student who generally would not make it through general channels.

- Job Corps Centers illustrate a "fragmented" type of Vo-Ed training due largely to the many agencies involved.

The Director of the Helena Vo-Tech Center agreed that Vo-Ed in general is somewhat fragmented in that each agency has its own training program with no real overall coordination.

He cannot agree that Vo-Ed has to be fragmented simply because of differentiated funds. When programs reach the stage of competition, good programs either tend to be killed off or made ineffectual.

Perhaps a policy statement should be forthcoming from the Board of Vocational Education or the Governor's Manpower Committee which might help to unify or coordinate Vo-Ed program efforts.

It was stated that one Vo-Tech agency or school cannot train for the whole state. There must be coordination of facilities and programs to help target populations as required to meet the state needs.

In response to a question, a representative of a minority group (Indians) stated that educational opportunities have improved, but their number one problem was housing either for singles or family. She said there is still much discrimination in the matter of housing. Indians are finding more placements now with the BIA (Bureau of Indian Affairs), Forest Service, or other similar agencies.

There was a consensus of opinion that housing is integral to the Vo-Tech program. Housing shortage appears to be a problem of varying degrees at all Vo-Tech Centers in the state.

SMALL GROUP DISCUSSION

Groups V and VI

Topic sheets were distributed to stimulate "think".

The group was first asked to consider if the existing units (area Centers, community colleges, and Northern) were meeting the needs of students in Montana. Are they full? Vacant?

The response seemed to be that the area Centers were full, with waiting lists, and the same true for at least one of the Community Colleges whose representative was in the group. Northern's representative indicated that some areas were not critically over-loaded, except in the health arts, with a tremendous upswing in the year's enrollment. It was suggested this might be due to publicity on the teacher surplus.

It was concluded that while there is a working arrangement of cooperation and communication between the area Centers, the community colleges and Northern should also operate within this communication network--sharing information concerning needs, available programs, filled programs, etc.

It was suggested that the level of training information about each school be shared with secondary schools and then guidance counselors.

Guidance counselors were discussed, and it was hoped that they would impart to the students information relating to vocational opportunities, as well as college opportunities.

Duplication of programs of area centers, community colleges and Northern was discussed. Advantages and disadvantages were considered. It was suggested having auto mechanics programs in each unit was realistic, but perhaps having electronics programs in each was not. However, the fact that each unit might be offering a different facet appropriate to its area was brought out.

Suggestion was that successful, on-going, fairly expensive programs not be duplicated.

The image of vocational education was spoken to at some length. It was felt that several things could contribute to improving this image: money to develop appropriate programs, job placement, preparing a quality product, and the fact that young people are not particularly interested in a "status" education, at the end of which they are unemployable because of a lack of jobs in that area. They are more interested in a relevant education where they will learn something and be able to apply it and do it now!

Also in connection with image--involve townspeople. Bring them to your school. Circulate. A suggestion to particularly involve teachers ("They communicate") and housewives ("If you've got the 'Moms', watch out!")

The summer Vocational Guidance Institute at Northern was briefly explained. (NOTE: A course entitled "Orientation to the World of Work for Elementary TEachers" was offered at Northern--but, NO takers!)

OPINIONAIRE RESPONSES

The following is a compilation of several copies of the Small Group Discussion Topics which were individually completed and returned to the State Council Office.

Opinions expressed are those of several of the people in attendance and are not necessarily those of the majority of those in attendance, or of the Montana Advisory Council.

Question 1.: The State of Montana has five post-secondary vocational-technical centers designated by the state legislature, three community colleges and one four-year college offering post-secondary vocational education.

a. Is the present system of five post-secondary vocational-technical centers, three community colleges and one four-year college too large, too small, just right, too loosely organized, too rigidly organized, to meet the need?

Too large!
Too small and too loosely organized.
Too loosely organized re curriculum and other joint ventures.
Depends upon what need is being considered.
It would appear they are too small.
In order to give adequate coverage to the state, three additional post-secondary institutions offering vo-ed should be established: Bozeman, Lewistown, and Glasgow. At that time, nearly 90% of all population would be within 60 miles of a post secondary vo-tech institution.

b. What relationship should be had between the post-secondary system and the secondary vocational education system?

The University System is beginning to encroach upon the Five Centers by offering courses of less than baccalaureate level which are vocational in nature.
Not very much.
They should be coordinated together for a basic purpose, to broaden the education of dropouts and high school graduates.
Vocational education goals in both areas should be coordinated.
The same relationship that is developed by the flow of students.
Better communications between the two levels.
They should be separated with separate boards; however, coordination should continue to be close so as to avoid unnecessary duplication.
The secondary system should provide the foundation and basic (entry level) skills. The post-secondary system should provide higher level (pre-journeyman) skills for greater employability.

c. What should be the projected minimum percentage of enrollment in post-secondary vocational education? What impact should this have on elementary and secondary programs for vocational education?

At least 75% of emphasis should be in the vocational-occupational direction. early age exposure to occupational needs and opportunities.- Should work on a supply and demand basis.- Should be much more available at post-secondary, and considerable curriculum change made at elementary and secondary levels.- With about 12,000 high school graduates each year, provision should be made for at least 50% or 6,000 to attend post-secondary vocational education each year.- Considering two years of school and the additional adult programs provision should be for 12,000 students a year.

d. How effective are the present post-secondary schools in preparing students for successful employment?

At least in some parts of the state, very effective.- As high as 90% of grads have been successfully placed. Must be compared to job placement.- Revise narrow curriculum and devise programs to meet the variety of student needs.- Limited request for additional help from grads following first placement is considered a sign of success.- One asked the question: "Is this their job?"

Question 2. Since 1963, the enrollments and program offerings in vocational education have increased significantly in Montana. Costs have also greatly increased.

a. Should all school districts receive the same allocations for support of their vocational programs? Should ability to pay be considered? Should a new look be given to the foundation program relating to vocational education funding?

No.- Don't understand foundation program.- All school districts should receive the same allocation.- Foundation program should take care of the ability to pay situation.- A new look should be given to the vocational education funding formula.

b. Should the post-secondary centers be funded the same as the community colleges and university system?

The five centers should be state instutions and funded like the University system.- No.- On their ability to serve the public needs.- Consider reversing it and fund community colleges and University units as they do the five centers.- Problem is how to finance them adequately.

c. Who has the responsibility to bring adult vocational education to the adult public? Post-secondary centers, colleges, secondary school districts, others?

Major responsibility lies with the local school district.- Every educational institution that has responsibility has a responsibility at least to cooperate in this service.- High schools and vo-tech centers.

d. Should high initial financial support be given a district with gradual withdrawal of state and federal funds? How long should a program be supported with state and federal funds?

As long as the program is meeting stated goals, keep supporting.- Support for maximum of 10 years.- Post secondary program should be funded with state & federal money on a continuing basis.- State Board should formulate long range goals and support them financially.

Question #3. Vocational education has been called upon to better serve the needs of the disadvantaged and the handicapped.

a. How effective has vocational education been in the past two years in meeting this challenge?

Believe it to be doing very well, but would like to see statistics on service to handicapped.- Doing well, but concerned that duplication may be excessive.- Handicapped served better than the disadvantaged.- Not too effective because programs are designed and students are accepted if they fit: if not they must go elsewhere.- Most people don't want to be identified in these categories, thus they are not adequately served.- Vocational rehabilitation division does excellent job in use of state vocational education programs.

b. What should be the responsibility of all education for these students?

Train them in any field they are capable of succeeding in.- Care for individual needs as necessary to allow them to be trained successfully.- Responsibility is the same as for any other student.- More cooperation by all agencies and individuals.- Don't isolate or segregate.

c. How can the educational system better provide this service?

Earlier identification and help.- Additional funds for specific high costs.- More individual instruction.- Reach out to the individual rather than waiting for them to come to the system.- Qualified guidance and counseling.

Question 4. Vocational education is needed from lower elementary through adult. Particularly, an attitude toward the world of work must be developed.

a. To what extent should Montana elementary and secondary schools be providing vocational education?

Vocationally-oriented English, math and science should be available.- Entry level vocational education for upper high school years.- Occupational awareness from K-12, guidance and planning.- Sufficient to meet the needs of the local level.- Very little.- Mostly exploratory in nature with hands-on approach in junior high and with exploratory program in high school.- A system can't be all things to all people.

b. What methods can be used to sell this concept to teachers, administrators, school boards and parents?

Less traditional, general education philosophy; relax time schedules and rules and requirements which are unrealistic.- More communication, better salesmanship and a plea for assistance to get the job done.- Train these people when they are students themselves.- Results!- May best be done by State Department developing an audio-visual packet to be taken to all areas of the state.- Increase this concept through teacher preparation programs.

Question 5. Vocational education is aimed to prepare youth to enter the job market with a salable skill.

a. What do employers have to say about the vocational education graduates they are employing?

From what I have heard, the employers are happy with the grads they get.- More satisfied than those not.- Generally well satisfied.- Good attitude and skill with some experience is most desirable.- Not much said.

b. What do students have to say about their preparation?

Very good.- Most like it, but desire more placement help.- Suggest some specific needs for improvement, but basically very satisfied and no overall weakness.

c. How can schools improve their ability to provide the trained employee desired?

Match jobs and training.- Stop thinking in terms of education and start thinking in terms of service to employers.- Use advisory committees and keep programs current and relevant for today and the future.

Question 6. Financial support of vocational education now is spread among the local, state and federal governments.

a. What is the state's responsibility for funding vocational education?

Should be the major funder of vocational education.- What is the total system doing or able to do for the state?- Fund but don't dictate.

b. What is the local taxpayer's responsibility for funding vocational education?

Support it through one tax source only.- Same as other levels of government.- Support strong, universal elementary and secondary vo-ed program.

c. What is the federal government's responsibility for funding vocational education?

Help state get programs started, then turn over responsibility to state.- Same as other levels of government.- Equalize vo-ed opportunities among states by providing funds.- At least match state's efforts.

Question 7. Many publics look upon vocational education as good for someone else's children, but not for their own.

a. What is the image of vocational education in the eyes of John Q. Public

Many don't know much about vocational education.- They think it is only for the drop-out.- A poor substitute for an education opportunity.- Misinformed, poor understanding.- Good for someone else's children, but not mine.- Improving slowly.- They (the public) don't know.

b. By what methods can parents, administrators and the general public be convinced that preparation for non-professional occupations is desirable and acceptable?

Turns out a good product.- Hard work.- Successful placement and employment records.- Change attitudes of the young.- Strong public relations program statewide supported by many.

c. How can the image of vocational education be improved?

Better communication.- Produce a good finished product.- Don't make excuses; tell the story to others, not "ourselves".

Question 8. Numerous manpower training operations exist in addition to the school programs.

a. Has the vast number of different programs created confusion and possible misunderstanding?

Yes! Even among different program administrators.- No; with proper information organization could be worked out.

b. Has this resulted in duplication and needless expense?

Yes.- Perhaps.

c. If so, how can this be alleviated?

Get all occupational (Career) education under one federal and one state agency. Fund it adequately in terms of need. Close coordination of all concerned. Setting Goals. Consolidation. Reorganization. Control of program approval. Better planning.

Question 9. Some maintain that schools should accept responsibility for job placement for their graduates.

a. Do you agree?

Yes, this way it will be more organized.- What is the purpose of education?- Desirable if coordinated with Montana Employment Service, however, change of attitude by that service will be required.

b. Do the schools in your community assume this responsibility?

Not adequately! Need funds and staff.-
Yes!- Partially, mostly by individual instructors.

END

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